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ABSTRACT

Perspectives on international educational exchange and the needs of foreign students for academic and career advising and assistance in adjusting to a new culture are considered. Obtaining a degree from an American higher education institution is highly desired by many persons in developing countries, and the high standards foreign students have to meet often results in the best students being selected. The financing of their studies is often the most difficult part of a foreign student's stay. Credits from one country that are not valid in another and inadequate preparation programs are major difficulties for the foreign student. Lack of contact or inability to make contact with Americans can lead to alienation for foreign students, but most students do retain their own cultural identity when they adjust to the United States. It is suggested that higher education should be concerned with foreign students' adaptation to the educational system, their readjustment on returning to their home countries, and the relevance of the curriculum to the priorities of these countries. University services and career counseling are also briefly addressed. (SW)

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THE UNIVERSITY'S ROLE IN FOREIGN STUDENT ADJUSTMENT

By

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THE UNIVERSITY'S ROLE IN FOREIGN STUDENT ADJUSTMENT

Introduction

Since the time of the Greeks, "scholars and students have traveled to the intellectually dominant countries in search of knowledge."[1] The increased numbers of foreign students studying in the U.S. since World War II is the latest version of this phenomenon.

A highly visible and significant "subset" of the student body of most major U.S. institutions of higher education is the foreign student population. Students from other countries have been coming to the United States since 1784.[2] They have increased most significantly in number. For example, in 1930 the foreign student enrollment was 9,643 students; by 1953 the numbers had risen to 33,647 due to the postwar efforts to help rebuild and develop other countries through direct financial aid and education.[3] The numbers of foreign students enrolled in the U.S. are now almost 300,000 and represent

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[1]France J. Pruitt, "The Adaptation of Foreign Students on American Campuses," Journal of NAWDAC 41 (Summer 1978):144.

[2]Glenn L. Hendricks and Kenneth A. Skinner, "Adaptive Social Patterns of Foreign Students," Journal of College Student Personnel 18 (March 1977):124.

[3]Cora Alice DuBois, Foreign Students and Higher Education in the United States (Washington: American Council on Education, 1956), p. 3; and Eivind G. Ramberg, III, "The Foreign Student on the American Campus," The Journal of the Association of College Admissions Counselors 21 (June 1977):20.

more than 180 countries and territories of the world.[4]

The diversity of these countries is represented by the diversity of the students. These factors combined with the experience of being a foreign student in the U.S. can lead to a difficult and unsettling period of adjustment. These students often face long periods of isolation and loneliness--and pressure. Despite their emotional, and sometimes physical, discomforts, they face constant demands by their families and countries to succeed.[5]

These students often represent the "intellectual and social elite of their countries and frequently return to positions of authority and influence, either nationally or internationally."[6] With such results, the role of the American universities and colleges in what happens to those persons during their length of study is important.

The foreign student is an adult in a strange new environment who is seriously and strenuously coping and living on a day-to-day basis. Each student's needs are individual and vary according to "the country he comes from, his age, his educational level, religion, and his personality, interests and goals."[7] The student is eager to

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[4]Clive Cookson, "Huge Rise in Overseas Enrollments," The Times Higher Education Supplement 420 (November 21, 1980):6; "Foreign Students in U.S. Total 286,000; 35 Pct. from Iran, Other OPEC Countries," The Chronicle of Higher Education 21 (October 20, 1980):18; and Ramberg, "Foreign Student," p. 20.

[5]William Frank Hall, Foreign Students in the United States of America: Coping Behavior within the Educational Environment (New York: Praeger Publishers, 1978), p. 3.

[6]Ibid.

[7]Cliff Sjogren and Burdett L. Shearer, "Is Your Institution Really Ready to Admit Foreign Students? Are You?" College and University 48 (Summer 1973):615.

learn and eager to share. These students represent a rich resource for development by the American higher education system.

Along the way to getting this education, the foreign student is faced with many serious problems. Some of these problems are imposed on the students the moment they begin admissions procedures for entrance into American colleges and universities. The broad term for these problems is "culture shock" and few are immune to its effects.[8]

Problems of culture shock combine with the student's ability (or lack of ability) to use the English language, to maintain adequate finances, to find supportive faculty, and to use other facilities available to assist them during their stay in the U.S., to produce some very hard times for these students. The first year is crucial as are other points which will be discussed later in this paper.[9]

There are many reasons why American colleges and universities as well as government and intergovernmental agencies and private organizations welcome qualified foreign students to what would seem to be an uncomfortable situation. The value of education and the American commitment to furthering "international understanding and good will through the dissemination of knowledge"[10] are demonstrated by the strong supportive services for this rapidly increasing student body. The benefits to foreign students are also hoped to be equalled by

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[8]Ibid.

[9]Hall, Coping Behavior, p. 41.

[10]Institute of International Education, Handbook on U.S. Study for Foreign Nationals (New York: Institute of International Education, 1973), p. 13.

the benefit to American students through contact with these "fellow-learners from other cultures and nations."[11] Foreign students in American higher education institutions can enrich the educational programs.

Foreign students on American campuses have been recognized for their contributions to good relations between the U.S. and the rest of the world. They expose American students to new cultural values and, of recent interest due to inflation and enrollment declines in the U.S., represent economic support to institutions of higher education.[12]

Encouraging foreign students to study on American campuses not only allows them to pursue their academic goals but such influence of education from the American point of view acts as an instrument of aid for developing countries. Through education, these countries can achieve greater economic, social, and political development.[13] Acquisition of education can become "a significant factor in cross-cultural relations and reduction" in the level of international tensions.[14]

Students from abroad are welcomed to American institutions of higher education but with mixed feelings. Most Americans "sense" that the student is culturally different but they are not sure exactly what this difference is. The determination of this difference is usually

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[11]Edmund J. Gleazer, Jr., "International Thrust," Community and Junior College 48 (December 1977/January 1978):2.

[12]Pruitt, "Adaptation," p. 144.

[13]Institute, Handbook, p. 13.

[14]Philip Carey and Alemayehu Mariam, "Minoritization: Toward an Explanatory Theory of Foreign Student Adjustment in the United States," Negro Educational Review 31 (July/October 1980):127.

simply a lack of specific knowledge about the foreign students' cultural background.[15] Clearly, to truly welcome these "guests" a higher level of understanding by Americans is a prerequisite to gaining the maximum benefit of these foreign students.

If the value of having foreign students is to be greater in proportion to the special problems they create, institutions admitting foreign students must provide adequate services for them.[16] This is a problem which unfortunately is growing rather than diminishing. Related to inflation and economic hard times, the U.S. has "fallen behind in its commitment to international education."[17] The Soviet Union, West Germany, and France now spend a larger proportion of their budgets on educational exchange than the U.S. However, U.S. institutions allocate more resources for Foreign Student Services than do these countries.[18]

The result of U.S. attention to and services for foreign students is that of all the developing countries in the world which have moved education "to the forefront" of priorities, many use the institutions of higher education in the U.S. as their main training ground. As the statistics indicate, foreign student enrollments will continue

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[15]Hendricks, "Social Patterns," p. 125; and Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges (East Lansing: Institute of Research on Overseas Programs Michigan State U., 1961), xi.

[16]Dyre Dyresen, Sam Legg, and Dorothy Monis, "Foreign Student admission Organization--Four Small Colleges," College and University 48 (Summer 1973):587.

[17]Anne C. Roark, "Decline in U.S. Support for Fulbrights Decried," The Chronicle of Higher Education 21 (October 27, 1980):1.

[18]Ibid., p. 4; and Higbee, Advising, xiii.

to increase. The need to increase attention to the attitudes, frustrations, and needs of the foreign student will also continue as the U.S. meets its commitment to share its educational riches with the world's students.[19]

Foreign Student Enrollments

Obtaining a degree from an American institution of higher education is highly desired by many persons in developing countries. Many of these students will "move mountains" to come to the U.S. to study. Many of these students choose the institution they will attend based also on "prestige" as defined by the institutional reputation as it carries to a foreign country, and the opinions of friends and relatives.[20]

The rigid standards which many foreign students have to meet mean that often those selected are "the cream of the crop." They are often drawn from the intellectual elite of their countries and have high levels of determination and motivation to succeed.[21] That they would choose their institutions for study in such unreliable ways demonstrates that more effective pre-sojourn advisement is needed so that these students make the best possible choice of an institution in order to insure their success.

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[19]Pruitt, "Adaptation," p. 144; and Ramberg, "Foreign Student," p. 21.

[20]Pruitt, "Adaptation," p. 144; and Lea Sweeny, Richard N. Elkins, and Gary Johnson, "Retention of Foreign Students--Why They Stay. Why They Leave. What Happens to Them," College and University 54 (Summer 1979):308.

[21]Pruitt, "Adaptation," p. 144.

Students who take up temporary residence in the U.S. for the purpose of study spend much time, money, and effort to pursue this advanced training in what are often difficult circumstances in a foreign land and culture.[22] The financing of their studies is often the most difficult part of a foreign student's stay. Though the U.S. government requires that all incoming foreign students have enough money to last a year, after the first year many of them begin to develop financial difficulties.[23] Inflation of the dollar is not only something Americans did not plan for!

The difficult circumstances these students can face also include changing immigration policies (an unfortunate example relates to Iran in the last year and a half). The U.S. foreign policy has been changing in an effort to decrease student migration possibilities. Increasing the impact of the U.S. government's policies are the restrictions placed on these students by their own governments. The limiting of students' use of funds combined with U.S. government regulations which inhibit overseas students from working means that financial problems will continue to overshadow other problems.[24]

As was previously mentioned, foreign students come from many different countries. An important recent shift in the countries

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[22]Eugene H. Smith and Marvin Baron, Faculty Member's Guide to U.S. Immigration Law (Washington, D.C.: National Association for Foreign Student Affairs, September 1980), p. 5.

[23]Barbara Cahn Connotillo, ed., Practical Guide for Foreign Visitors (New York: Institute of International Education, 1979), p. 21; and Hendricks, "Social Patterns," p. 126.

[24]John Eddy, "Factors and Guidelines in Foreign Student Guidance," Journal of College Student Personnel 13 (May 1972):252; and Hendricks, "Social Patterns," p. 127.

having the largest student population in the U.S. is that students from developing countries now constitute about 50 percent of all foreign students in the U.S.[25] This fact is made clear by this chart, showing the ten countries sending the most foreign students to the United States in 1979-1980.

Iran	51,870
Taiwan	17,530
Nigeria	16,210
Canada	15,270
Japan	12,160
Venezuela	10,010
Saudi Arabia	9,730
Hong Kong	9,600
India	8,590
Thailand	6,500[26]

One can see the heavy emphasis on education in the U.S. for students from OPEC nations, India and Southeast Asia, and Africa.

Another most significant change in the foreign student population is its rate of growth--it has more than doubled in the last ten years.[27] Previously most expansive at the graduate level, the foreign student population is now expanding most rapidly at the undergraduate level, into which category more than half the students are classified.[28]

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[25]Ras G. Lakshmana, Brain Drain and Foreign Students: A Study of the Attitudes and Intentions of Foreign Students in Australia, the U.S.A., Canada, and France (New York: St. Martin's Press, 1979, p. 11.

[26]"Foreign Students," Chronicle, p. 18; and Malcolm G. Scully, "Few Iranian, Iraqi Students Go Home Because of War--Most Keep Low Profile," The Chronicle of Higher Education 21 (October 6, 1980):6.

[27]Robert A. McCaughey, "The Current State of International Studies in American Universities," Journal of Higher Education 51 (July/August 1980):384.

[28]Lee B. Craig, "Variations and Themes in International Education," Educational Record 62 (Winter 1981):42.

A better understanding of why so many students, especially undergraduates, come to the U.S. may be gained from a look at the majors in which they most frequently enroll. Foreign students tend to select certain majors most frequently. In recent data, foreign students were shown to enroll in the numbers and majors as follows: 78,000 in engineering, 47,320 in business and management, 21,830 in the social sciences and 21,570 in the natural sciences.[29] Areas of greatest need by the countries sending these students are clear.

The courses of instruction selected by foreign students reflect more than just their countries' needs--they also reflect the students' hopes for the future. Helping the students to match the most relevant curriculum to their long-term goals is an area of advisement with which American colleges and universities should become more concerned.

Matching a program of study with a chosen career field is not enough. Foreign students must be able to function within their course curriculum and find it relevant to their lives and future profession.

Curricular Concerns

The most "conspicuous phenomenon of education as a process of learning is the curriculum or course of instruction followed "by the student.[30] Halls differentiates between long-term and short-term

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[29]"Foreign Students," Chronicle, p. 18; Cookson, "Rise," p. 6; and Institute, Handbook, p. 13.

[30]Marilyn Coughlin, "International Students Speak: Concern for Curriculum," Audio-Visual Instruction 20 (June 1975):40.

goals. Long-term goals are described as "aims" and short-term goals as "objectives."[31] For any student to be successful, the consideration of both is important. For the foreign student, the careful consideration of both is imperative.

Success for the foreign student in an institution of higher education in the U.S. can become a more attainable goal if that student's previous secondary schooling coincides or at least overlaps American secondary schooling. The long-term goals (aims) of secondary education in all countries fall approximately into the same categories but the short-term goals (objectives) may differ greatly.[32]

Foreign students must face the fact that U.S. study programs have been designed "to meet the social, economic, and scientific needs of the U.S., generally considered the most advanced and complex industrial country in the world."[33] For students from developing countries with program needs that are not so advanced, the curricular offerings may present critically different and specific emphases difficult for the students to absorb or to which they can relate.

The diversity of American institutions of higher education quite frequently is a shock to foreign students. Many of them come from countries that have educational systems which are national in character and centralized in control. In their countries, students entering higher education are most appropriately prepared because

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[31]W. D. Halls, International Equivalences in Access to Higher Education (Paris: UNESCO, 1971), p. 45.

[32]Ibid.

[33]Institute, Handbook, p. 4.

they have been trained along a continuum which is their standardized educational program.[34] The curriculum objectives, content, and the teaching methods used are comparable from one level to the next. They progress along this continuum (progression is of course based on qualification) without difficulty.[35] This is not a very applicable idea to the consideration of "equivalency" of education.

The foreign student who is accepted into a course of study in an institution of higher education in the U.S. is "expected" to have basically the same kinds and amounts of knowledge as his American contemporaries. The shock wave of realization that follows the discovery that this is not true can hit not only the professor and other students but can devastate the foreign student himself.

Many foreign students become frustrated when they discover themselves to be "lacking" when they were high achievers in their native lands. The excitement of gaining a "prestige" education in the U.S. can certainly be dulled when a "well-educated" student discovers his hard-earned credits at one institution are not valid or relevant at another.[37] To hold out education as something which has great value, educators must avoid this mistake.

Credits from one country which are not valid in another, and preparation programs which lose their preparation value can cause

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[34]Connotillo, Guide, p. 1; and Halls, Equivalences, p. 134.

[35]Halls, Equivalences, p. 134.

[36]Ibid., p. 47.

[37]DuBois, United States, p. 104.

foreign students to raise a significant question about their studies in American institutions. Will this curriculum and program of study I am following be relevant and valid when I return to my country?

The fear of a lack of congruence between coursework and desired work experience can be reinforced if students are faced with long periods of maladjustment to an unfamiliar culture.[38] The sooner this period of discomfort is over, the sooner the student will be able to objectively judge the relevance of the curriculum to the future career choice. Whatever "the objective evidence" of curriculum relevance or academic achievement, the student who completes his course of study has an important psychological factor on which to depend. The sense of personal accomplishment felt by many foreign students when they have completed their work may have equal or greater value, than achievement, as relevant.

Foreign Student Adjustment

The admission of foreign students to institutions of higher education in Western technological countries illustrates changes which are taking place in the international community. The structure of the world is changing and, as national boundaries become less hardened, a common future for the world may begin to take shape. An important role in this common future will be played by the educated persons of tomorrow--the students of today.

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[38]Jane H. Walter-Samli and Coskun A. Samli, "A Model of Career Counseling for International Students," The Vocational Guidance Quarterly 28 (September 1979):49.

The mass media in this century has had a heavy impact on knowledge dissemination throughout the world. Foreign students, as a result of this media influence, often arrive in the U.S. with positive attitudes and high hopes for the future. Unfortunately, "native" media influences have had the effect of turning those positive attitudes into negative attitudes. Foreign students develop their attitudes about the U.S. primarily from radio and television; second from U.S. publications and foreign publications, and third, from personal communications.[39] It would appear that Americans are not engaging to a great extent in direct personal communication with foreign students. When a foreign student has "guest" status he can hardly be expected to be aggressive in forming friendships.

Lack of contact or inability to make contact with native Americans can lead to a high level of alienation for foreign students. This is one reason why the basic cultural and religious attitudes of foreign students who are in the United States after two or three years change very little. They appear to become more openminded and place greater value on knowledge and those who come from countries with "constraints on relationships between women and men increase in desiring greater freedom" but the career goals and attitudes toward their home country of these foreign students are fairly resistant to change.[40]

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[39]Seth Spaulding et al., The World's Students in the United States: A Review and Evaluation of Research on Foreign Students (New York: Praeger Publishers, Inc., 1976), p. 27.

[40]Spaulding, "World's," p. 26.

The complex values of an "advanced industrial society frequently come into sharp conflict with prevailing cultural orientations of the less industrialized societies" from which most international students originate.[41] However, living in a different society is for a foreign student a continuing challenge which is often difficult to solve. As long as the person is striving to adjust to a temporarily adopted society and accept some part of the new culture and its associated habits, these persons will face fewer problems related to socialization.

Adjustment for foreign students involves social interactions which evolve along two main processes. First, the students are "resocialized into the mainstream of American society and culture by learning new values, beliefs and modes of behavior."[42] Second, the students "selectively pursue modes of behavior that maximize their adjustment in American society."[43] Finally, most students find the equilibrium necessary to survive in the U.S. culture without losing their own cultural identity.

Foreign students in their new cultural environment are naturally trying to "fit in" but problems which are common to most foreign students cannot be ignored. Language difficulties, new food and climate, new sets of rules for communicating with other people, and often a "sharply reduced social status" create many problems.[44] The

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[41]Carey, "Minoritization," p. 129.

[42]Ibid., p. 130.

[43]Ibid., p. 131.

[44]Pruitt, "Adaptation," p. 145.

global descriptor "culture shock" is most appropriate in this case. Seeking housing, making new friends, acquiring the necessary study skills and habits are all factors related to the major issues of adaptation and assimilation.[45] Beginning a new course of study should be one stable factor for these standards--too often it is not.

Lack of command of the language is a primary and major problem of foreign students. This is probably the "most patent barrier to success."[46] Not being able to express oneself and not being able to catch the cues necessary for understanding can lead to frustration and eventually considerable nervous fatigue.[47] No matter how prepared a student is, learning is efficiently hindered by a language barrier.

When speaking of student adaptation, we must look at its two components, adjustment and assimilation. When speaking of adjustment and assimilation into the academic and social environment of the American campus, we are really talking about socialization. "Formal learning is an aspect of socialization."[48] Through formal learning we learn how to accommodate ourselves to our environment; how to survive.

This survival can take the form of adjustment, which means coping with one's environment to the degree that one is "happy,

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[45]Ibid.

[46]Halls, Equivalences, p. 136.

[47]Irvin G. Lewis and Anna Gretta, "Foreign Students in the Community College," College and University 55 (Summer 1980):412.

[48]Carey, "Minoritization," p. 128.

comfortable, and fairly free of problems."[49] It can also take a more intense form which is assimilation. Assimilation means "interacting freely with people from the host country and accepting their culture."[50] Each form is an illustration of a different degree of survival dependent on the desire of the foreign student to remain culturally bound or to cross barriers to absorbing a new culture completely. Unfortunately, assimilation is often a "fatal immersion into the host country." Returning home becomes difficult.[51]

Three major issues related to adjustment to a foreign culture emerge in the education of foreign students. These issues are as follow: their adaptation to the educational system in the foreign country, their readaptation on returning to their home countries, and the relevance of the curriculum to the priorities of these countries.[52] All of these are areas with which the university can and should be concerned.

Students should be oriented toward an institution that will provide them with the education they want in an environment in which difficult circumstances will be minimized. These students need more help and support during this difficult "initiation" period. They expect and need to have patient people in their educational institutions and also need to be sure that the faculty members, professors,

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[49]Pruitt, "Adaptation," p. 145.

[50]Ibid.

[51]Carey, "Minoritization," p. 134.

[52]Pruitt, "Adaptation," p. 144.

and other responsible persons in the institution think of the students as individuals whom they invited to this country, and whom they intend to treat in an honorable way.[53]

The difficulties faced by someone moving to a different part of the world are often staggering. "To a greater or lesser extent, all foreign students face the problem of culture shock."[54] The symptoms of "cultural shock" may include: (1) frustration and hostility to the host institute; criticism of the people, customs, bureaucracy, services, etc.; (2) excessive concern about personal welfare; and (3) fear of being cheated. These symptoms can cause psychological barriers that delay learning or improvement in language and other areas vital to student success.[55]

Lowering psychological barriers to learning and adjustment for foreign students is an important challenge for higher education's institutional services for foreign students in the U.S. If students are better prepared before they come to the U.S., if they are appropriately placed, if they are guided and supported through the difficult initial adjustment period, and if they find the academic program stimulating and relevant, they are more likely to adapt well during their sojourn in this country. The benefits of such success will be more than academic, they will be international in scope as these students return home with positive memories and a friendly attitude toward the U.S.

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[53]Lewis, "Community," p. 412.

[54]Pruitt, "Adaptation," p. 145.

[55]Sjogren, "Admit," p. 615.

University Services

Dealing with the problems of foreign students first requires the correct identification of major problem areas. This should be a task of university foreign student advisors. The large number of students from developing countries may allow the identification of common problems related to similar cultural, historical, religious, and educational backgrounds.[56] Foreign student advisors can then use this knowledge to help foreign students in their adjustments to these difficult situations.

Many of the articles written about foreign student adjustment lead the reader to assume that a high percentage of foreign students are unhappy during their stay in the U.S. and leave dissatisfied. Good news is presented by Hall and DuBois which counters this perception. They each have found that foreign students, in general, experience few "serious" problems and indicate they are pleased with their institutions and programs.[57] It is encouraging to think that their negative perceptions can be removed because enough positive experiences have reinforced their positive view of education in the U.S.--and of Americans.

This reinforcement should, at least in part, be effected by the interaction of foreign students and the academic community,

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[56]Mohammad Alam Payind, "Academic, Personal and Social Problems of Afghan and Iranian Students in the United States," Educational Research Quarterly 4 (Summer 1979):3.

[57]DuBois, United States, p. 1; and Hull, Coping Behavior, p. 4.

particularly the foreign student advisor. Though the problems cited may not become "serious" for some students, there are undoubtedly many who have at various times desperately needed support services. These students are very far from home and alientation accompanied by feelings of being "stranded" in an alien culture could have irreversible effects on the students' attitudes toward study in the U.S.

To reduce the degree of loneliness of many foreign students, more structure is needed outside the classroom.[58] The "typical college student spends only 16 to 20 hours a week" in formal classroom activities. Subtracting more time for rest, personal needs, and study, the student still has many hours left to devote to "adjustment development" activities.[59] Education encompasses more than just classwork.

The student who is exposed "to living standards, governmental structures, individual freedoms, and family life different from those of his native land" needs to be involved in enrichment activities other than those which are solely academic.[60] These activities can act as a bridge for the foreign student to American culture and can encourage the development of positive attitudes toward American education.

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[58]Craig, "Variations," p. 42.

[59]Roger J. Penn and Marvin L. Durham, "Dimensions of Cross-Cultural Interaction," Journal of College Student Personnel 19 (May 1978):264.

[60]Joyce Shana'a, "The Foreign Student: Better Understanding for Better Teaching," Improving College and University Teaching 26 (Fall 1978):245.

Career Counseling and Return Adjustment

Helping the foreign student choose and pursue the most desirable and appropriate career program is a task made even more difficult by the uncertainty of the future of many foreign students. Though some countries have experienced "brain drain" of varying degrees, the studies consulted for this research concluded that the majority of foreign students in the U.S. do return home after completing their degrees.[61] Not only do they return home in a majority of cases, they are also expected to return home in increasing numbers as the countries to which many of them are native become more fully developed.

The OPEC countries in particular have been suffering from brain drain but have employed intensive measures to create conditions in the country which can attract more graduates of foreign universities back to their native lands.[62] This situation has created a good example of the cooperative efforts possible between other nations and the U.S.

For developing countries both short-term and long-term planning efforts are vital. While short-term goals for education are

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[61]Colloquium on the Foreign Graduate Student, University, Government, and the Foreign Graduate Student (New York: College Entrance Examination Board, 1969), p. 27; Donald N. Nelson, "Foreign Students Do Return Home," Journal of NAWDAC 42 (Spring 1979): 19, 21; Ramberg, "Foreign Student," p. 21; and Walter-Samli, "Counseling," p. 49.

[62]Nelson, "Return," p. 21.

usually related to levels of literacy, long-term goals necessitate more intensive, coordinated efforts. U.S. institutions of higher education have played an important role in these developments, but the future calls for a more comprehensive type of planning based on "international" community goals.

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